

# St Aidans Catholic Primary Academy

## Spring One in Reception

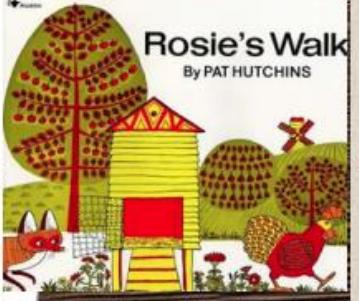
### Literacy

We are going to reading and exploring the following story books: 'Rosie's walk', 'The train ride' and 'The marvellous moon map.'

We will be focusing on:

- Using these stories as a base to think about sequencing, dialogue and comprehension.
- Learning about journeys and incorporating this into interactive story telling.
- Thinking about the emotions and feelings of those involved in these stories.
- Developing written sentences further.

We are reading...



### Maths

We will be looking at:

- Representing and subitising 0 to 5.
- Mass and capacity.
- Building our number composition knowledge further up to 10.
- Exploring 3-D shapes.
- Length, height and time.



### Communication and Language

-We will be developing our use of language within retelling the story through developing our knowledge of our key words and key vocabulary from the story as well as how to use these words in context.

-Communicating through role play and actions



We will be developing our fluency, pace and stamina.

We will read 1:1 with an adult, small groups and daily guided reading sessions.  
We will continue to deepen our comprehension skills with our reading books.

### Art

We will be developing our drawing and painting skills by:

- Using different colours for painting to express our imagination from our story books, such as painting animals from our first story 'Rosie's Walk'.
- Drawing journey maps with visuals and lines using different media such as crayons and chalk.



## Understanding the World

We are explorers!

In cohesion with our RE theme of the journey that the three wise men had to take in order to find Jesus, we will be looking at what kind of journeys we get to take in our environments.

We will continue to look at maps in cohesion with last term and we will think

how our environments may change in our journeys around school or day to day.

-What kind of wildlife may we see in the park compared to the street pavements?

-How might nature change when looking around you on a long or short journey?



## PSHCE

We will consider and discuss:

- How we can regulate our feelings and emotions.
- How we can help each other in school.



## Homework

Please listen to your child read 3+ times per week. Reading records will be checked every Friday.

Phonics practice and homework will be sent home each Friday.

## Music

We will be exploring:

- Creating music with instruments in class for sounds that we may hear on different journeys, e.g. the car, the train, the bus and walking.



## Physical Development

-In links to our theme of journeys we will be using our environment both indoor and outside to explore dances, walking, hopping, skipping, running and jumping to explore how we can move across from one place to the other in unique ways!

### LEAP



**CUES:**

- Stand with feet shoulder width apart
- Head/neck upright
- Do a long, deep breath and take one step forward with the opposite foot
- Keep arms up and forward

### RUN



**CUES:**

- March high, off beaten track
- Push your toes off the ground
- Swinging arms from low to high and back over the opposite foot
- Keep head up and chin straight ahead

### WALK



**CUES:**

- Stand with first shoulder width apart
- Step forward with lead foot
- Keep first step and don't cross them
- Keep eyes up and forward

## RE

We will be focusing on The visit of the Magi' (Matt 2:1-12), Jesus blesses the little children (Mk 10:13-16) and The Feeding of 5000 (Jn 6:1-14).

We will look at the journeys taken in all of these important Bible Stories and how impactful each of these key events were for those who experienced these at the time and for modern day Christians.

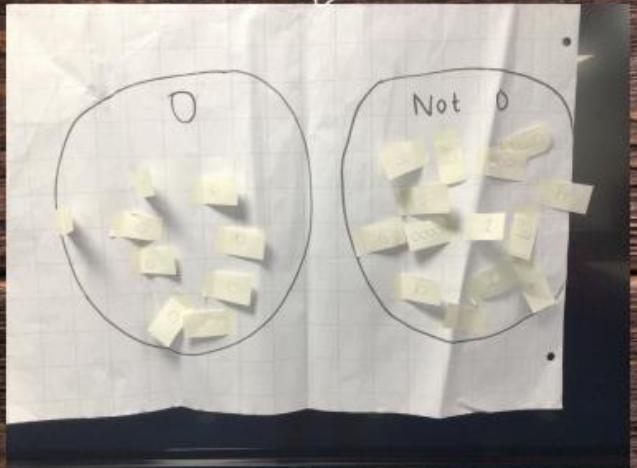


## DT

-We will be looking at how we can create our 3-D shapes such as tracks, moving vehicles and places or animals . This will be in connection to our maths topic of 3D shapes as well as a journeys link.



# Our Learning so far in Spring 1....



Sorting numbers into groups of 0 and not 0.



Practicing letter formation, sounds and writing about our story.



Creating colourful drawings that show a journey like in Rosie's Walk.



Using language to articulate the animals in a farm.



Subitising and counting from 0 to 5.

